

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 Nature of Writing

According to Fulwiler (2002: 32), writing is a complex, variable, multifaceted process that refuses foolproof formulations. It can be said that writing is not a simple process that many people can do. For writing, a researcher should consider many things to write. In other words, the meaning of writing is when a researcher starts writing, he or she should have skill how to deliver the information for the readers well.

Meanwhile, Coulmas (2003:1) says that writing is a system of recording language meaning a word symbol. It can be said that writing is a process of creating some words become a sentence indeed a paragraph and a text that has a meaning. In this process, the researcher should create some sentences become a text that can be understood by the reader when reading the text.

Writing is the expression of language in the form of letters, symbols, or words. (Lamb and Johnson, 1999) Primary purpose of writing is communication. In other words, writing is how does someone more creative to develop their mind by written.

Writing is a skill that person uses to deliver his or her ideas, feelings, thought or information to the reader through paper. According to Burnet and Stubbs (2000), writing is the way of communication of making contact between the researcher and the readers. The researcher actually gives something that may be valuable for the readers, the people who will read what they write. It means that there is a communication

between researcher and reader. Carino (1991) states that writing is a kind of social interaction where someone writes something and the other read it. It means that there is a communication between researcher and reader.

Writing is the mental work of investing ideas, thinking about how to express and organizing them into paragraph that will be clear to reader. One the other hand, writing is not merely process of thinking something to say and selecting words needed to express it. The ideas and thoughts are informed into paragraphs and have a meaning, so the readers can understand the meaning of the content. In conclusion, writing is a process to put some thoughts into words in a meaningful form that used to express the ideas.

## **2.2 Component of Writing**

Heaton (1990: 135) suggests the component of writing as follow:

1. Language use, the ability to write correct appropriate sentences.
2. Mechanical skills, the ability uses correctly those conventions particularity the written language such as punctuation and spelling.
3. Treatment of content, the ability to think creatively and develop thought, excluding irrelevant information.
4. Stylistic skills, the ability to manipulate sentence, paragraph and use language effectively.
5. Judgment skills, the ability to write in an appropriate manner for particular purpose with a particular audience in mind together with an ability to select, to organize other relevant information.

In addition, Madsen (1993) divides components of writing into four component those are; mechanics, vocabulary, grammar and organization. It is expand that in writing we should

### **2.3 Teaching Writing**

Writing is one of the language skills in English that should be required by the students. In other word the role of the teacher is very important to help the students to master the writing skill. As Harmer (2000:257) says that teaching writing is focus on product and writing process. Teaching writing needs to consideration that includes the organization of sentence and paragraph. In addition, in writing the students should consider about writing organization that one sentence and other sentences should be coherent.

According to Massi (2003: 94), teaching writing is done in a way that must be observed as a process. In other word, the students must be given knowledge about procedural on the writing process, after the students have been given knowledge about procedure of the writing process. Teacher needs to test his or her students. For example, the students are asked to make several sentences to look their ability in making sentence after being taught wether they can write perfectly or not.

Teaching writing at junior high school is a process where teachers help students to convey information communicatively in written form. In teaching writing, teachers' creativity is really needed. They should be able to teach different text of writing by using different method and different media. By using appropriate strategies like

applying pre writing, whilst writing and post writing really help the teachers in teaching writing and they can help students to reach their goal in writing.

Lance (2005) explains that there are three important things that a teacher has to know when he or she teaches writing to students at senior high school, they are :

1. Purposeful writing. A research tells that students become more interested in writing and the quality of their writing improves when there are significant learning goals for writing assignments and a clear sense of purpose for writing. That is why, setting the goals before process teaching and learning began is very important, so that the students have a clear description about the achievement that they have to master at the end of the lesson.
2. A mentor. Giving a model before asking the students to do some activities can avoid students' confused. It is very important for the teacher to give some examples or models to the students so that they understand what they are going to do.
3. Direct instruction. A teacher has role to provide optimal situations to encourage writing, fostering with good mentors, and being open and accepting. That is why the teacher has to provide a direct instruction in various aspects of good writing.

#### **2.4 The Characteristics of a Good Paragraph**

Donald (1998:67) claims that there are roles to build a good and effective paragraph, namely: (a) The paragraph must focus one major idea; (b) the paragraph serves enough details to develop the idea; (c) the paragraph keeps the reader interest; (d) the paragraph is chronologically organized.

Furthermore, Syafi'i, et.al (2007:08) state that good paragraph should have unity, coherence, punctuation and capitalization and comma rules.

### 1. Unity

It is important for a paragraph to have unity, which means that all of sentences in it discuss only one main idea, and every supporting sentences must directly explain or prove the main idea, which is stated in the topic sentence.

### 2. Coherence

In addition to unity, every paragraph must have coherence. Coherence means that the parts of paragraph are logically connected. One way to achieve coherence is through the use of transitional signals. Transitional signals are words or phrases that connect the idea in one sentence with the idea in the next sentence. They are expressions like first/second, moreover, however, in brief and so on. They make the movement between the sentences in a paragraph smooth so the reader does not have problems understanding the researcher's idea.

### 3. Punctuation and Capitalization

#### Punctuation

Punctuation is necessary to make sentence meaning clear. There are three punctuation marks that you can use at the end of the sentence: the period, the question mark and the exclamation mark.

#### a. Out a period (full stop) at the end of the statement

For instance: My name is Zubaidah

- b. Put a question mark at the end of the question

For onstance: Where do you live?

- c. Put an exclamation at the end of the statement to show strong feeling.

For Instance: English people are just crazy about football!

#### 4. Comma Rules

Comma rules are used within a sentence in the following ways:

1. To separate words, phrase, or clause in the series.
  - a. Every one eats, drinks, dance, and has a good time at any new year'  
Every party.
  - b. I took a bus tour around the city and see many famous places: Golden  
Gate Park, The Golden Gate Bridge and Chinatown.
2. To separate the part of dates and addressed, except before ZIP code
  - a. The Smith family lives at 2345 Atlantic Avenue, Pittsburgh,  
Pennsylvania.
3. After time expression
  - a. First, put into the bowl two cup of flour.
  - b. Nest, beat three eggs vigorusly for five minutes.
4. Before coordinating conjunction in compound sentence (to separate the first  
simple sentence from the second simple sentence when two are joined  
together by one of these word: and, but, so, or, nor, for, yet).
  - a. The birthday party may be just a small gathering, or it may be abig party
  - b. The thin man was the secretary, and the fat man was the manager.

## 2.5. Recount Text



Dokumen ini adalah Arsip Mlik :

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Recount is one of the examples of story genres. In a recount text, it reconstructs past experience. It means that recount text tells about something that has happened. Anderson and Anderson (1997:50) state that recount is a piece of text that retells past events, usually in the order in which they happened; it could be speaking or writing. The purpose of a recount text is to give the audience a description of what occurred and when it occurred. Hartono (2005:6-9) gives clear description about schematic structures and language features of a recount:15

Schematic structure of recount text is as follows:

- (1) Orientation: provide the setting and introduces participants.
- (2) Events: tell what happened, in what sequence
- (3) Re – orientation: optional – closure of events

Language features of recount text are as follows:

- (1) Focus on individual participant
- (2) Use of past tense to indicate the events in the past time.
- (3) Focus on temporal sequence of events.
- (4) Use material and action clause.

From the explanation above it can be stated that recount text deals with series of events that retell about something happened in the past

Recount is one kind of texts which retells the events or experiences in the past. According to Knapp and Watkins (1999), recounts are the sequential texts that do little more than sequence of events. Recounts are used to relate experiences or retell events for the purpose of informing, entertaining or reflecting. The primary purpose of recounts text is to retell events. Commonly the purpose of recount text is to inform and/or entertain the audiences.

### 2.5.1. Generic Structure of Recount Text

- a. Orientation is introducing the participants, place and time. The orientation supplies the background information needed to fully understand the retelling. In orientation the audience should know the events that occurred, who was involved, what happened, and where the events happen.
- b. Sequence of events is explained about what happens in the story. Usually in events the students will give personal reflection or comments in to the text. Unity between paragraphs is created through the use of time connectives (before, throughout, finally), so that the separate events form part of a cohesive text.
- c. Re-orientation is the final section of recount that concludes by summarizing outcomes or results, evaluating the topic's importance of offering personal comment or opinion. It can also look to the future by speculating about what might happen next.

Furthermore, the social function or the purpose of Recount Text is to retell the past events to the reader. Recount Text The Example

#### CROSSING THE STRAIT OF BALI

Last holiday, I had trip to Bali. I went there with my schoolmates. We travelled by bus. It was the school program for the student to have the study tour. We left school on June 17. It was Saturday. We left school at about 2 p.m. After leaving school, the buses rolled fast toward the island of Bali. We passed many cities in Central and East Java. It was very interesting. We enjoyed the view along the road. About in 5 in the morning the

next day, we arrived at Ketapang in Banyu Wangi. We came to the port and continued going on board of the ferry. We began to enjoy the view of the sea, the strait of Bali. A few moments before we landed in Gilimanuk a port of Bali, we got surprised. There were many boys climb up the ferry.

Last weekend was my luckiest day ever. Many good things were coming toward me. When the morning broke in Sunday morning, I woke up and planned to jog around the neighborhood. So I changed my clothes and went to the bathroom to wash my sleepy face. As I stepped in the bathroom, I landed my foot on a soap in the floor and feel down. A perfect morning hi for me. Next, I began my jogging and saw my gorgeous neighbor, jogging to. I thought it was a good fortune to omit the gap between us. So I jogged to him and say hello. But, how poor of me, it was not him. It just someone I never met before who looked like to him. I was going home with people laugh at me along side of the street.

When I got home, the breakfast already settled and I immediately spooned a big portion of rice and ate. After I have done my breakfast my mother came up and said that the meal has not ready yet and she said that I may have a stomachache if I ate it. It was proven; I had a stomachache for the next three days. I past my weekend lie down on me bed and am served as a queen. That was not really bad, wasn't it

## 2.6. The Writing in Here and Now Strategy

The Writing in here and now is one of the strategies that use by teacher to improve ability in writing an english paragrap. Learning strategies can help also enable students to become more independent, autonomous,lifelong learners ( Allwright, 1990;

Little, 1991). The strategies usually tied to the needs and interest of students to enhance learning and based on many types of learning styles ( Ekwensi, morasanki,& Townsend- Sweet,2006 ).So to make students can master their writing the teacher must apply some strategies and one of them is writing in the here and now strategy. Writing in here and now strategy is including the independent learning.

Active learning cannot occur without the participation of learners. This is because the view of learning is the process for students in developing their own ideas or understanding , the teaching and learning activities should give students the chance to do it smoothly and motivated. Learning atmosphere is creating so that teacher should engage students actively, such as observing, questioning and questioning, explaining, and so on.

All of this can happen when students are arranged so that the various task and activities carried out are very encouraging them to think, work, and feel. Direct experiences of writing strategy ( Writing here and now ) can help learners reflect on the experiences that they have experienced. Therefore, Writing Here and Now is one of the instructional techniques of active learning. Active learning includes independent learning. This type gives an opportunity to students to build their imagination and further enhance students' understanding in the discussion of the material. For example, when a teacher provides materials on vocation so students can build their imagination about what kind of vocation ever and they will feel. Therefore, with this method students are more likely to further build paradigm.

Based on Silberman ( 2009:186 ) Writing here and now strategy can be use to enhance the students learning process, and can be adjust with the goal to be achieved by learning on a variety of subject, especially achieve goals which include aspect: the ability to retell the experiences, the ability to analyze problems, the ability to write opinion after an observation, the ability to conclude and others. According to Ali (2010 ) writing in here and now is a learning strategy that can help students reflect on experiences they had direct.

Therefore, with the writing in the here and now can make the students in ability write their experiences.

According to silberman ( 2009 ), a way to enhance self-reflection is to ask students to report at the time the action is ( present tense ) about an experiences they have( if it happens here and now ).Based on pamonah the personal statement is to convince a specialized audience that you and your intellectual or academic interest fit perfectly with their program, school, or department. In this sense personal statements simultaneously tell stories and make arguments. Therefore, by this strategy the students can retell and write about their experiences in the writing task.

Based on Need et al ( 2008 ) the main purpose of the writing in the here and now is to create a safe and fun environment for students to develop their hand writing and creative skill. Therefore, with writing here and now the students can fun to develop their hand writing and their creative. According Judy said that the students could be helped concrete with the writing in the here and now strategy in writing class and the

students can make writing real, important experiences one through which that they and their writing will grow.

By use the writing here and now strategy the students will write a story and according jo doran ( 2010 ) to think in terms of showing or demonstrating throught concrete experience. one of the worst things you can do is to bore the admission commite. If your statement is fresh, lively, and diffrent, you all be putting yourself ahead of the pack. If you distinguish yourself through your story, you will make your self memorable.

### **2.7. The Application of Writing in Here and Now Strategy**

To make the students better understand and grasp the skill of writing, and then a teacher should have the right techniques and strategy so that every students can find out why they must write, or the perpose of the students have ability in writing skill.

This strategy will help students to more motivated in writing, and develop all the imagination, so it can make students more interest in and the results will enchance the skills and abilities of students in writing. Strategies should carefully plan to facilities a high degree of students success in writing process. In the method in a teacher should build students motivation in enchancing their imagination in improving writing skills. According Silberman ( 2009: 24 ) there are many steps to build students interest. Among them are :

1. Pointed out an interesting story or visual, present anecdotes, stories of physical, cartoons, or graphics that are relevant to meet the students attention to what teachers do.

2. Make problem case: point out a problem around the story to prepered.
3. Test the question: give students the question ( whether they have had little prior knowledge ) so that they will be motivated to listen to stories fatherly tone of fatherly answer.

The teaching of writing of senior high school is present through the writing technique. One of them can be applied is writing now and here method.

According to Silberman ( 2009: 186 )

1. Teacher choose the type of experience required to written by the students. can be a past event of future. Among the examples that can be removed is when the school holidays, birthdays, graduation school, early school entrance.
2. Teacher inform students about the experiences that have select for the purpose of reflective writing. The teacher tells them that way to reflect the experience is worth remembering or experiencing for the first time in the here and now. Thus the action makes the effect more clearly.
3. Teachers intruct students to write, present, about the experiences that have been select. Intruct them to begin early writing experience sand what they and others do and feel. The teacher told the students to write as much as they want the events that happened and the feelings that result.
4. Teachers provide sufficient time to write. Learners should not feel rushed. When they finished, each reinvades them to read about reflections.
5. Teachers discuss the result of the students experience together.

The teacher can modified the *writing here and now* this according to the needs of the class. Variations that can be do include:

1. To help students get the excitement of imaginative writing, carry out group discussion that are relevant to the topic that will assign to them.
2. Instruct students to tell each other what they wrote. One alternative is to ask couples to tell each other about what they write.

### **2.8. Advantanges of Writing Here and Now Strategy**

- 1) Train and sharpen the imagination of students.
- 2) Enhance students' creativity.
- 3) Improve morale and students' ability in writing.
- 4) Increase students' understanding of the core message of the subject matter.
- 5) Connect the Subject Matter with The Realities Of Life

### **2.9. The Past Studies**

Ulya ( 2010 ) Conducted a research with the title the effect of writing in here and now strategy to increase active students learning in English At SMP N 4 Babat. She found that there is any significant effect to increase an active students learning in english after applied writing in here and now strategy. In research the sample was second year students at SMP N 4 Babat which amounts to 31 students. In research, she uses the writing in here and now strategy and quantitative research. In addition, in her research, she uses the interview, observation, angket and documentation.

That the use of writing strategies in here and now classified as very well, this is prove by results of analysis by the percentage obtained 86.1 %. While active students learning, it is prove by the results of analysis throught the percentage of 67 %. In Table interpresentation of states  $r = .40$  to  $.70$  indicates that there is a correlation moderate or adeequate, while the influence of writing in here and now of active students learning english education in SMP N 4 Babat can be said to have a correlation that is or moderately.

Ngabidatun Mukaromah (2013) conducted a research with the title “The Use Of “Writing In The Here And Now” Strategy To Improve Students’ Writing Ability. A case study at The First Grade Students Of SMP Nusaantara Tuntang Semarang in the AcademicYear of 2012/2013. The result of this research showed that use of Writing Here and Now Strategy can be helpful in learning writing activity and this strategy can give motivation to the students in learning writing.



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